

CHAPTER I

INTRODUCTION

1.1 Background

Education inequality between villages and urban areas remains an issue to be solved in Indonesia. According to the data released by Badan Pusat Statistik (BPS) in 2023, the percentage of the highest educational level achieved and access to education resources in villages tends to be lower than in the urban areas. Based on the highest level of education attained, the percentage of the village population that did not complete Elementary School is 12.39%, almost twice of the urban population, which stood at 6.62%. Furthermore, it is mentioned that one of the factors contributing to this matter is an uneven distribution of qualified teachers.

To resolve this issue, a non-governmental organisation (NGO) from Indonesia, named 'Gerakan Mengajar Desa (GMD), was formed in 2018 to improve the education quality in villages. The organisation provides a place for young people to teach students in rural schools. Presently, in the year 2024, the total amount of volunteers has reached approximately 15,000 people.

According to the author's interview with the Chief Executive Officer (CEO) of GMD, the organisation served around 200 villages in Indonesia. This number is relatively small as there are more than 80,000 villages in Indonesia according to Badan Pusat Statistik (2022). The organisation, therefore, aspires to expand its reach and serve more villages. This requires collaboration from multiple stakeholders, including new participants as well as potential partnerships.

However, GMD still relies on social media as its main and only communication platform, where the content is inherently disorganised. Social media platforms may also limit users from having full control over the information they access. Findings from the focus group discussion (FGD) conducted by the author with the potential volunteers show that they faced difficulty in locating the information that they needed because of the excessive amount of information

presented on a single page. Additionally, social media may hinder the organisation from effectively engaging potential partnerships. Based on the interview, the organisation has limited funding sources. The organisation's funds to a great extent rely on program fees, sales of merchandise, and donors from regional banks. Up until 2024, the organisation has not established any partnerships.

From the problems aforementioned, the author acknowledges the urgency of designing a more comprehensive platform for Gerakan Mengajar Desa (GMD) that can accommodate all information about the organisation, including work programs, track records, and availabilities for partnerships. Therefore, the author recognises the potential of using a website. Websites have the capability to accommodate a wide variety of information, and it has been shown to promote better decision-making in the audience (Salehi et al., 2012; Díaz et al., 2013). Moreover, websites have various interactive features that could facilitate organisations in expanding their networks (Yang & Taylor, 2010, as cited in Díaz et al., 2013).

1.2 Problem Statement

Based on the background, the author identifies two main problems:

- 1) Gerakan Mengajar Desa (GMD) has limited funding sources, but has yet to reach its goal of serving more villages.
- 2) The current platform of GMD limits its potential to expand its reach and impact.

Therefore, the author determines a research question: How to design an interactive information media for Gerakan Mengajar Desa (GMD) to maximise its reach as well as to ease the audience in obtaining information?

1.3 Scope of Problem

From the background and the problem statement, the author defines the target user with the scope of problem as follows:

1) Demographic

- a) Age : 17 – 23 Years Old

The age group is defined according to the age requirements of participants in Gerakan Mengajar Desa (GMD). This information was gathered from an interview conducted by the author with the CEO (Chief Executive Officer) of GMD. The age group typically consists of high school, university students, and fresh graduates.

- b) Gender : Male and Female

- c) Social Economy : SES B

The socioeconomic status (SES) is determined based on the five-group classification by OJK (Otoritas Jasa Keuangan), where the monthly expenditure ranges between Rp2,500,000 and Rp3,000,000. This classification falls under the Asia Development Bank's definition of middle class. The middle-class category consists of individuals whose basic necessities are already fulfilled, allowing them to pursue advanced needs (Yuswohady & Gani, 2015).

The author defines SES B as the socioeconomic level, reflecting the financial circumstances of individuals aged 17 – 23 years old who typically lack a stable income. They tend to rely on alternative sources of funding to meet their basic needs. However, they demonstrate the capacity to pursue additional interests, such as engaging in volunteering activities and accessing technological devices.

- d) Nationality : Indonesian

2) Geographic

- a) Country : Indonesia
- b) Province : West Jawa

According to the author's interview with the CEO (Chief Executive Officer) of GMD, the majority of the volunteers come from West Java. Furthermore, organisation was initially established in Cianjur, West Jawa. Therefore, the author defines West Java as the target province.

3) Psychographic

The author classifies the target users into primary and secondary. The primary target users consist of volunteers as well as potential participants, who have an interest and are willing to contribute in community service initiatives. This classification is based on their involvement in the organisation's work programs as the frontline actors.

Meanwhile, the author defines the main committees of the organisation as the secondary target users. This classification is based on their responsibility for monitoring the programs and updating information. Additionally, they are in charge of reaching out to potential partnerships.

1.4 Goal of Final Project

The goal of the final project is to design a website for Gerakan Mengajar Desa (GMD) to help the users find information efficiently as well as to maximise the organisation's reach and impact.

1.5 Benefits of Final Project

The author classifies the benefits of the final project into three parts as follows:

1) Benefit for the author

The author will be able to enhance her research, communication, and critical thinking skills after the completion of the final project, and implement them for future endeavours. The author will also gain a better understanding of the field of education and settings in non-governmental organisations (NGOs). Moreover, the author will increase the skill sets and knowledge in interaction design.

2) Benefit for others

If the project is further developed, the author hopes that media can facilitate the organisation in engaging with potential stakeholders. Furthermore, the author wishes for this undertaking to enhance the organisation's credibility and visibility. With so, the organisation would be able to reach more audience to contribute to its programs.

3) Benefit for the university

The author hopes that the undertaken project will serve as a valuable resource for the academic community in their research endeavours. Additionally, the author also hopes that the report will be beneficial for learning purposes. On top of that, the author envisions the final project to inspire students who are interested in topics around the field of education and non-governmental organisations.